



# Federal Student Aid

An OFFICE of the U.S. DEPARTMENT of EDUCATION

**M**inority-Serving and Under-Resourced  
Schools Division (MSURD) NEWS

**WINTER 2017**

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[StudentAid.gov](http://StudentAid.gov)

**SPECIAL POINTS OF INTEREST:**

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Santa Cruz**

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**2017**

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**CUSTOMER EXPERIENCE | SCHOOL EXPERIENCE**

# HAPPY NEW YEAR!



**MINORITY-SERVING AND**

**UNDER-RESOURCED SCHOOLS DIVISION**

**HAPPY NEW YEAR!**

From the School Experience/Minority-Serving and Under-Resourced Schools Division. We look forward to serving you, your institutions and your students in 2017!





## Clery Corner

by **Keith Ninemire**, Campus Crime Compliance Specialist, Clery Team



### The New Requirements by VAWA

With the advent of the Violence Against Women Reauthorization Act of 2013 (VAWA), Institutions may need to check their procedures and policies to ensure they are in compliance. An institution must provide an explanation of its procedures for its disciplinary actions in cases of alleged dating violence, domestic violence, sexual assault, or stalking in its Annual Security Report including the following items:

- Description of each type of disciplinary proceeding used by the institution;
- Steps, anticipated timelines, and decision-making process for each type of disciplinary proceeding;
- How to file a disciplinary complaint;
- How the institution determines which type of proceeding to use on the circumstances of an allegation;
- Description of the standard of evidence that will be used during any institutional disciplinary proceeding;
- List of all the possible sanctions that the institution may impose following the results of any institutional disciplinary proceeding for an allegations of dating violence, domestic violence, sexual assault, or stalking;
- Description of the range of protective measures that the institution may offer to the victim following an allegation;

The institution must all provide information on the proceedings that:

- Include a prompt, fair, and impartial process from the initial investigation to the final result. This means that the proceeding will be completed within reasonably prompt timeframes designated by an institution's policy, including a process that allows for the extension of the timeframes for good cause and with written notice to the accuser and accused of the delay and the reason for the delay;

Specifically, the proceedings must:

- Be consistent with the institution's policies and transparent to the accuser and the accused;
- Include timely notice of meetings at which the accuser, the accused, or both, may be present; and
- Provide timely and equal access to the accuser, the accused, and appropriate officials to any information that will be used during informal and formal disciplinary meetings and hearings; and
- Be conducted by officials who do not have a conflict of interest or bias for or against the accuser or the accused.

Furthermore, the proceedings must:

- Be conducted by officials who, at a minimum, receive annual training on the issues related to dating violence, domestic violence, sexual assault, and stalking;
- Be managed by officials who know how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
- Provide the accuser and the accused with the same opportunities to have others present during any institutional disciplinary proceeding, including the opportunity to be accompanied to any related

**Cover Front photos** at Atlanta Regional Office: Dolores Davis, John Gritts, Jim Settles, Alicia Harris, Leslie Acosta, Larry Coles, Raul Galvan, James McMillan, Gwendolyn Dotson, Joel Harrell, Daphne Harvey, Douglas Pineda Robles, Marcia Boyd, Al Pratt, Freda Donald, Sarah Angilello, Larry Eadie, Eric Santiago, and Jacqui Daughtry-Miller. Missing from photo: ET Winzer, Leonard, Springs and Chris Lemmie.

## Financial Literacy at FSA Training 2016

By **Elizabeth Coogan** | Senior Advisor, Customer Experience Office | Federal Student Aid

**E**lizabeth Coogan, Senior Advisor, Financial Literacy, U.S. Department of Education, and **Gretchen Holthaus**, FSA Intern and doctoral student at Indiana University, led a well-attended FSA Training presentation, “Financial Literacy – Small Investment, Big Return”. Gretchen is a graduate student in Education Policy Studies in Higher Education at Indiana University, where she researches the impact of financial literacy and well-being on college student access and completion. The presenters hosted three sessions and presented to approximately 1,200 attendees.

Elizabeth Coogan shared federal updates pertaining to financial literacy initiatives, including a survey on the National Financial Capability in the United States. Survey findings revealed that over half of borrowers did not estimate monthly repayments when obtaining their most recent student loan. Findings also revealed that 86% of borrowers in default reported they would make a change in the way that they financed their education knowing what they do now. Sixty-seven percent of borrowers in delinquency or default also reported borrowing more than they originally anticipated. Elizabeth shared the Federal Student Aid Financial Literacy Guidance ([Financial Aid Toolkit](#)), the Financial Awareness Counseling Tool ([studentloans.gov](#)), and the recently launched **Student Loan Repayment Questionnaire**, which is available to assist students in planning for loan repayments during college. Coogan clearly emphasized that students should think about repayment before it’s time to repay.

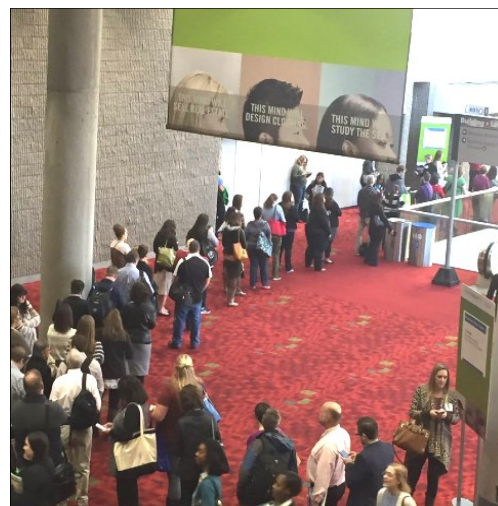
Gretchen Holthaus shared her experience in student money management. She previously co-authored a free online financial literacy course, [MyCollegeMoneyPlan.org](#), and helped start an Office for Student Money Management at **Wichita State University**. She shared information on the free tool, [MyCollegeMoneyPlan.org](#), that may be promoted for use among students and families, implemented as part of a financial literacy curriculum in First Year Experience courses, or used to develop free-standing financial education workshops. The course was developed with a Federal College Access Challenge Grant. The U.S. Department of Education made funds available aimed at increasing the number of low-income students who are prepared to enter and succeed in postsecondary education. Projects initiated under these grants are authorized to provide information to students and families regarding postsecondary education and career preparation, and promote financial literacy and debt management.

The financial literacy presentation disclosed that students who participate in academically supported financial education programs have demonstrated increased knowledge (Fox, Bartholomae, & Lee, 2005), are less likely to be at-risk financially (Lyons, 2003), and behave more responsibly with their finances when compared to students who have not been exposed to this type of financial education (Fox et al., 2005; Huddleston & Danes, 1999; Tennyson & Nguyen, 2001). Additionally, an evaluation of the course,

[MyCollegeMoneyPlan.org](#), demonstrated increased gains in financial knowledge in as little as one week (Holthaus, 2015).

Students suffering from financial stress, conversely, were discussed as experiencing lower academic performance, increased likelihood to reduce course loads (Wharton, 2007), and increased likelihood to withdraw from college (Money Matters on Campus, 2013).

*(continued on page 4)*



**Gretchen Holthaus** @gcholthaus.  
Wrap-around line to attend session on financial literacy @FAFSA conference on December 1.



## Financial Literacy at FSA Training 2016 (Continued from page 3)

Gretchen emphasized low-cost or free financial education efforts that may be implemented, such as utilizing free online resources, hosting outreach booths, or guest lecturing in academic courses.

Benefits to providing more in-depth financial education efforts, such as peer-to-peer counseling were also reviewed. Peer coaching is linked to increased student traffic and participation with services, more effective teaching, increased intellectual and emotional development, and a more immediate feedback loop to administrators among students (Whitman, 1988).



Elizabeth Coogan at FSA.

While these events may take additional effort to plan, the presenters emphasized the importance of reaching out to students where they are in order to provide financial education. Positive outcomes of debt management education may extend well beyond college, influencing alumni giving, positive regard for the university, and financial knowledge, attitudes and behaviors (Jenrek & Lynch, 2007).

Elizabeth and Gretchen concluded the presentation asking participants to share what additional steps they planned to take to improve financial education on their campuses. Participants shared that they planned to look into promoting MyCollegeMoneyPlan.org, the FACT tool, the Student Loan Repayment Questionnaire, the Federal Student Aid Financial Literacy Guidance, as well as embed financial education into First Year Experience courses and create a financial literacy advisory board at their institutions. Many attendees committed to collaboration efforts with other offices on campus, as financial literacy does not have to be solely supported by financial aid offices.

If you are interested in learning more, please email [elizabeth.coogan@ed.gov](mailto:elizabeth.coogan@ed.gov) or [gholthau@indiana.edu](mailto:gholthau@indiana.edu).

## Disciplinary Hearings The New Requirements by VAWA (Continued from page 2)

The institution may not limit the choice of the advisor or presence for either the accuser or the accused in any meeting or institutional proceeding; however, the institution may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

The institution must also notify both the accuser and the accused simultaneously of:

- The result of any institutional disciplinary proceeding that arises from an allegation of dating violence, domestic violence, sexual assault, or stalking;
- The institution's procedures for the accused and the victim to appeal the result of the institutional disciplinary proceeding, if such procedures are available;
- Any change to the result (the result must include any sanctions imposed by the institution);
- When such results become final.

To ensure compliance, the institutions must always keep meticulous records on everything sent to the accused and accuser along with the dates of all its actions.

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2017 National HBCU Week Conference

WINTER 2017



## US Department of Education's 2016 FSA Training Conference Minority-Serving and Under-Resourced Schools Division Overview

### MSURSD

#### BIRDS OF A FEATHER SESSION FSA 2016 Training Conference

The SEG/MSURSD Team appreciates your attendance and participation at the 2016 FSA Conference's **Birds of a Feather (BOF)** sessions. This was an opportunity for schools to network, learn from each other and share their challenges, ideas, and comments with ED representatives. Each session included a panel of financial aid professionals representing the school segments. The panelists addressed current issues and concerns related to the administration of Title IV, as well as best practices.

The hot topics from our **BOF** sessions included managing Early FAFSA; reducing cohort default rates; compliance issues related to enrollment reporting and gainful employment reporting; loan servicing, IRS Data Retrieval Tool (**DRT**), possible policy changes with the new administration; and challenges requesting IRS transcripts online.

All the BOF sessions were well attended. We thank the panel members for providing leadership and participants for their input in the discussions. Your insight and passion for improving the financial aid delivery system for your students is both important and valuable. We thank you for committing your time to help your students.

#### Panelists:

HBCU & PBI: Mr. **Robert Muhammad**, Winston-Salem State University;

HBCU & PBI (cont.): **Ms. Thelma Ross**, Prince George's Community College; **Dr. Darryl Jackson** – Alabama A&M University; and **Ms. Shelline Warren**, Johnson C Smith University

HSI & AANAPISI: **Mr. Daniel Yarritu**, University of Texas Rio Grande Valley; **Mr. Michael Grosso**, Saint Martin's University; **Mr. Toron Ballard**, Joliet Junior College; and **Ms. Rosalia Cruz**, Boricua College

TCU & ANNH: **Ms. Kim Gourneau**, Leech Lake Tribal College; **Ms. Carlene Morris**, Haskell Indian Nations University; and **Ms. Constance Frankenberg**, Fort Berthold Community College

Graduate/Professional: **Mr. Tony Sozzo**, New York Medical College; **Ms. Emily Osborn**, Northwestern University-Chicago Campus; **Mr. Charles Pruett**, Georgetown University Law Center; and **Mr. Stephen Brown**, Law School Fordham University-New York Campus

Community College: **Mr. Bill Spiers**, Tallahassee Community College; **Ms. Joan Zanders**, Northern Virginia Community College; and **Mr. Douglas Cleary**, Kentucky Technical and Community College System.









## CLUSTER ZONE

### HISPANIC-SERVING INSTITUTIONS (HSI)

Hispanic-Serving Institutions (HSIs) are a resource of the White House Initiative on Educational Excellence for Hispanics. The initiative was originally established by President George H.W. Bush in 1990 to address the educational disparities faced by the Hispanic community. The mission of the Hispanic-Serving Institutions (HSI) Division is to provide grant funding to institutions of higher education to assist with strengthening institutional programs, facilities, and services to expand the educational opportunities for Hispanic Americans and other underrepresented populations. HSI manages three grant programs: Developing Hispanic-Serving Institutions, Title V, Part A; Promoting Post baccalaureate Opportunities for Hispanic Americans (PPCHA), Title V, Part B; and Hispanic Serving Institutions Science, Technology, Engineering or Mathematics and Articulation (HSEI-STEM), Title III, Part F.

In 2012, 49% of Hispanic high school graduates enrolled at a postsecondary, public institution. This percentage surpassed that of white students for the first time in 2012, and Hispanic enrollment in colleges and universities, which has increased 240% since 1996, is expected to continue to grow.

### MSURSD Salutes The University of California Santa Cruz

The spotlight is on HSI **University of California-Santa Cruz (UCSC)**.

UCSC opened in 1965 with 650 students. Today the campus is home to 16,231 undergraduate and 1,637 graduate students. This public research university, located alongside the redwood forests and just



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**SANTA CRUZ**

under 10 miles from the coast, offers 60 majors in 30 fields. Because of the network of University of California campuses, students have a wealth of opportunities that extend beyond UC Santa Cruz. For Hispanic students, the Chicano Latino Resource Center, more commonly known as El Centro, offers a number of programs and resources to support and bolster the on-campus Hispanic community, including academic support, scholarships and financial guidance and social events geared towards unification and integration.

This four-year, Public institution offers Bachelor's degrees, Post-baccalaureate certificates, Master's degrees and Doctorate degrees in research and scholarship. UCSC's graduation rate is 88% and their retention rates is 78% for full time, first time students.



## 2016 White House Initiative Conference on HBCUs



The White House Initiative on Historically Black Colleges and Universities 2016 National HBCU Week Conference, ***HBCU: Promoting Excellence, Innovation & Sustainability*** took place on October 23-25, 2016 at the Renaissance Arlington Capitol View in Arlington, Virginia. The opening plenary included an address by Deputy Under Secretary of Education **Dr. Kim Hunter Reed** and keynote by Education Secretary **John B. King, Jr.** With a welcome from Hampton University President **Dr. William Harvey**, the Town Hall featured an interactive discussion about current opportunities and the future of HBCUs. **Lezli Baskerville, Esq.**, President and Executive Director of NAFEO with panelists **Michael Lomax, Ph.D.**, United Negro college Fund; **Edith Bartley**, Thurgood Marshall College Fund; **Roderick Smothers**, Philander Smith College; **Gwendolyn Boyd**, formerly Alabama State University; and **Wayne A.I. Frederick**, Howard University.

There were many distinguished and well-informed speakers, including HBCU University presidents, past WHI-HBCU Director, **Ivory Toldson**; actors **Jasmine Guy** and **Darryl Bell**, Attorney General **Loretta Lynch**; the **HBCU Student All-Stars**; Congressman **Bobby Scott (D-VA)**; Urban League President **Marc Morial**. FSA staffers — **Joel Harrell**, **Nathan Arnold**, **Marcia Boyd**, **Robert Kaye** and **Ed Pachetti** — presented “Title IV: Opportunities for Institutional Sustainability and Student Success.”

Congratulations WHI-HBCU staff or a job well done! Please contact **Sedika Franklin** at [sedika.franklin@ed.gov](mailto:sedika.franklin@ed.gov) with any questions. (See the HBCU conference photos on page 5.)

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## MESSAGE FROM THE DIRECTOR



Dear Colleagues:

Happy New Year! My favorite time of the year has just passed. I love the busyness of the holidays and gatherings with family and friends. It is also a time of reflection. The Minority-Serving and Under-Resourced Schools Division (**MSURSD**) had another phenomenal year. I want to thank all of the spring/summer workshop hosts, speakers, and participants. We hope that you found the workshops informative and worthwhile. There were many topics covered during the workshops, and the presenters did an outstanding job of sharing their expertise with you. Our primary goal was to increase your understanding of Title IV policies and procedures and to introduce and provide resources that will support your plans to ensure student success.

Year-end is also the perfect opportunity to take a fresh look forward. The New Year signifies the end of a chapter, but offers hope and possibilities of a new year. I view the New Year as a fresh start. The MSURSD team has been planning for the upcoming year and we have some amazing opportunities for you that involve collaboration, networking, and sharing best practices.

The holidays offer us an opportunity to relax, have some fun and recharge our batteries. One of the real joys of the Holiday Season is the opportunity to say **Thank You** and to wish you the very best for the New Year. I want to thank all of the schools that we visited throughout the year for the tremendous support and hospitality. I also want to take this opportunity to say a special "Thank You" to the School Experience/MSURSD team and our Senior Advisors. Employees like you are the epitome of professionalism. Thank you for bringing your best to work every single day.

A promising and fulfilling **New Year** is waiting for us. **New** are the hopes and aspirations; **New** are the resolutions; **New** are the spirits and **New** is the year! Here's wishing that you be embraced with a glorious one and meet all your future endeavors with victory and triumph!

We hope that this newsletter will provide needed information about events and issues of concern to you and your institution. You may request information and/or send comments directly to me or our editorial staff. Please enjoy the newsletter and best wishes for a happy new year filled with health, happiness, and spectacular success.

Best regards,

*Marcia D. Boyd, Ed.D.*

Director, MSURSD

Federal Student Aid | School Experience  
**Minority-Serving and Under-Resourced  
Schools Division**  
Union Center Plaza | 830 First Street NE

### Federal Student Aid (FSA) VISION STATEMENT

*To be the most trusted and reliable source of student financial aid information and services in the nation.*